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AUTHOR Cochran, Effie Papatzikou; Cotayo, Armando
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ABSTRACT

The Demonstration Bilingual Enrichment College Preparatory Program at Louis D. Brandeis High School in New York City is designed to address the needs of the "academically more able" student with limited English proficiency. The program supplements the school's existing services for 120 Spanish-dominant students, and offers instructional programs in cultural activities, special mathematics and English courses geared to college entrance examinations, and college advisement. An evaluation of the program's first year, based on student achievement in English language development and growth in their mastery of their native language, mathematics, social studies, and science, shows that (1) students mastered 1.3 objectives per month of instruction in English as a second language, but fell short of the program objective of 1.5 per month; (2) students made statistically and educationally significant gains in reading; (3) most of the students passed teacher-made examinations in mathematics in courses taught in both English and Spanish; (4) all 29 students who took Spanish language courses passed; (5) the majority of students who took teacher-made tests on science courses in English and Spanish passed; (6) the program objective for social studies was maintained; and (7) the program students' attendance surpassed the school-wide attendance average. Recommendations for further improvement of the program are included in the evaluation. (AOS)

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O.E.E. Evaluation Report

February, 1983

LOUIS D. BRANDEIS HIGH SCHOOL

DEMONSTRATION BILINGUAL ENRICHMENT

COLLEGE PREPARATORY PROGRAM

1981-1982

Principal: Mr. Murray Cohn

Director: Ms. Emilia Cardona

UD 022 871

O.E.E. Bilingual Education Evaluation Unit

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist

Prepared by:

Effie Papat.:kou Cochran

With the Assistance of:

Armando Cotayo

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

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LOUIS D. BRANDEIS HIGH SCHOOL
DEMONSTRATION BILINGUAL ENRICHMENT
COLLEGE PREPARATORY PROGRAM

Location:	145 West 84th Street New York, New York 10024
Year of Operation:	1981-1982, first year of funding
Target Language:	Spanish
Number of Participants:	120 students
Project Director:	Ms. Emilia Cardona
Principal:	Mr. Murray Cohn

INTRODUCTION

The Demonstration Bilingual Enrichment College Preparatory Program at Louis D. Brandeis High School completed its first year of Title VII funding in June, 1982. The program is the first in the city specifically designed to address the needs of "the academically more able student" who is of limited English proficiency (LEP). Its three major components -- cultural activities, special math and English courses geared to college entrance exams, and college advisement -- supplement Brandeis' existing services for Spanish-dominant students -- the oldest and largest tax-levy high school bilingual program in New York City.

The enrichment program provides intellectually gifted bilingual students with test-taking skills, and works toward a level of cultural awareness in LEP students equal to that of their English-dominant peers. The program's

ultimate goal is to help students to gain entry to four-year colleges, and to impart the skills and confidence needed to succeed in their higher education.

Due to late notification of funding for the 1981-82 school year, and the lengthy process of identifying eligible students, the program did not get underway until February; it served 120 students, although it proposed serving 250 students. This report offers an assessment of the program's first months of operation. Evaluation of its ultimate goal -- entry of more bilingual students into institutions of higher learning -- must await completion of the program's funding cycle.

I. CONTEXT

Located on Manhattan's upper west side, Brandeis High School stands on 84th Street between Amsterdam and Columbus Avenues. The school's immediate vicinity has long been, and remains, a low-income area populated largely by Hispanics. The surrounding area has increasingly become a high-rent, middle-class, predominantly white area. The process of upgrading residential and commercial property ("gentrification") continues; the contrast between the low-income neighborhoods of Brandeis' large attendance area and the school's affluent surroundings has become increasingly stark. Many students commute to Brandeis from as far as 155th Street. (A more detailed description of the school's setting and its attendance area is available in the Office of Educational Evaluation's report on the bilingual project at Brandeis High School for 1979-80.)

Twenty years after its construction, the school building continues to make a positive impression on the visitor. It is clean, well lighted, and well maintained. The atmosphere in the building is pleasant, orderly, and conducive to the high standards of academic work and social conduct which Brandeis maintains. Bilingual offices occupy part of the third floor in this four-story brick structure. The enrichment program is housed in a large busy room with five desks. Attractive posters and a bulletin board offering information and schedules are strategically placed near the entrance to the office, according to the enrichment coordinator, "to place the responsibility back on students" for keeping track of their own activities. Students apparently feel free to come to the office, where they have easy access to the project director and enrichment coordinator. The privilege is appreciated and seldom abused.

II. STUDENT CHARACTERISTICS

Students were identified for participation in the enrichment program according to the following criteria:

--score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB);

--score of 85 or above on level III of the Interamerican Series Spanish Reading Test [Prueba de Lectura];

--evidence of rapid second language acquisition;

--teachers' recommendations based on classroom performance;

--overall record of student's performance;

--parental consent.

Students selected for the Title VII enrichment program also received tax-levy bilingual services, but should not be confused with Brandeis' other Spanish-dominant bilingual students -- those eligible for bilingual services on the basis of scores on the LAB and parental consent, who receive only tax-levy services. For the purpose of this report, "program students" will refer to the 120 students selected for the enrichment program.

The number of program students is approximately half that which the project has proposed to eventually serve. Most have recently arrived from the Dominican Republic; others have come from El Salvador, Cuba, Ecuador, and Honduras. Most had been in the United States no more than two years at the time of selection. See Table 1 for the distribution of students by country of origin. Almost all program students are from low-income families, as are 90 percent of Brandeis' LEP students; Brandeis is classified as a Title I school. While most tax-levy bilingual students come from single parent house-

TABLE 1

Number and Percentages of Students by Country of Birth

Language: Spanish

Country of Birth	Number	Percent
Dominican Republic	49	47.6
Puerto Rico	3	2.9
Cuba	4	3.9
Honduras	3	2.9
Guatemala	1	1.0
El Salvador	12	11.7
Nicaragua	1	1.0
Panama	1	1.0
Colombia	5	4.8
Ecuador	17	16.5
Peru	2	1.9
United States	5	4.8
Total	103	100

. Almost half of the program students were born in the Dominican Republic. The others are mostly from Central and South America.

. Only five percent of the students are United States-born.

. Spanish is the home language of all program students.

holds, many students in the enrichment program are living with both parents; a few students have come to the U.S. alone to further their education.

In the future, the enrichment program expects to recruit students directly from feeder intermediate and junior high schools in Harlem, El Barrio, the upper east side, the Manhattan valley, and the lower west side, and to select qualified candidates from its tax-levy bilingual program. Because the program got underway late in the 1981-82 school year, all 120 students were selected from the existing tax-levy bilingual program. Many had come to Brandeis from feeder schools. All program students live in the Brandeis attendance area.

Problems related to housing, transportation, and health often affect low-income communities. Staff members stated that enrichment students appear to have few problems in terms of housing, and transportation difficulties are solved by means of student passes. Health problems, however, seem to be more serious. Students have been absent for medical reasons on the average of twice a month. All have been issued clinic cards, but the staff has as yet been unable to determine whether medical absences are due to students' poor health histories, their desire to take advantage of previously unavailable medical care, or to family responsibilities, such as interpreting for parents or relatives. With the exception of two students who were hospitalized, medical absences have not caused students' work to suffer significantly.

Students in Brandeis' tax-levy bilingual program have varying degrees of competence in Spanish, and their performance in content areas tends to vary accordingly. Those selected for the enrichment program, in contrast, have demonstrated a high degree of literacy in the native language. Their academic records indicate solid achievement in the past, especially in language acquisi-

tion and mathematical skills. But due to limited exposure to English in their communities, at home, or even at part-time jobs, they have minimal proficiency in English, as indicated by LAB scores. Their potential and desire to succeed is high, the director and enrichment coordinator agreed; they expressed confidence that the program would give these students "an extra boost to make that success meaningful and long-lasting."

Table 2 presents the number and percentages of students by sex and grade. Because the overwhelming majority of program students are immigrants, their educational histories vary considerably. Many may have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Program students are reported by age and grade in Table 3. Approximately one-third of the students are overage for their grade.

TABLE 2

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Percent Of All Students
9	10	59	7	41	17	16
10	13	43	17	57	30	28
11	23	44	29	56	52	48
12	8	89	1	11	9	8
Total	54	50	54	50	108	100

- Program students are equally distributed by sex.
- Males comprise a majority in grades 9 and 12, whereas females comprises a majority in grades 10 and 11.
- Most program students are in grade 11.

TABLE 3

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
12	0	0	0	0	0
14	2	1	0	0	3
15	4	11	4	0	19
16	5	9	20	2	36
17	5	5	17	3	30
18	1	3	9	3	16
19	0	1	1	1	3
Total	17	30	51	9	107

Overage Students:

Number	11	9	10	1	31
Percent	65	30	19	11	29

Note. Shaded boxes indicate expected age range.

- Twenty-nine percent of the students are overage for their grade. Grade 9 students have the highest proportion of overage students.
- The proportion of overage students decreases as grade increases.
- One-third of the students are 16 years of age.

III. PROGRAM DESCRIPTION

GOALS AND OBJECTIVES

The enrichment program seeks to provide academic services and cultural opportunities to intellectually gifted bilingual students. In this way, it meets a need which has not been addressed, since bilingual education in the city, and nationwide, has generally been remedial or vocational in thrust. Specifically, the program pursues the following goals:

--to enable the LEP student "to compete more equitably" on the S.A.T. College Entrance Examination to gain entrance into private, four-year colleges and universities;

--to provide enrichment activities such as trips to theaters, museums, and concerts, to further acquaint the students with mainstream culture;

--to disseminate, as a demonstration project, information about the program to E.S.E.A. Title VII directors in the northeast region and to assist schools that wish to replicate the program.

The program proposed to organize trips to universities within the tri-state area to help students to understand campus life; this component was not funded for 1981-82, but will be undertaken in 1982-83. A further goal stated in the proposal was to offer assistance to parents and students in deciphering college admission policies and procedures by including family liaison workers on its staff. This activity was not funded.

ORGANIZATION

The enrichment program functions within the overall bilingual program at Brandeis; this program is part of the department of foreign languages and bilingual education, chaired by an assistant principal.

Three full-time staff members are funded by Title VII to implement the enrichment program: the project director, the enrichment/evaluation coordinator,

and the college advisor. The project director, who reports to the assistant principal in charge of foreign languages and bilingual education, has ultimate responsibility for program implementation; however, she and the enrichment/ evaluation coordinator view themselves and function as co-equal heads of the program. This arrangement has sometimes caused slight friction, but in general their combined forces have contributed to the smooth and successful operation of the program. These two staff members, who together had conceptualized the program, complement each other in terms of skills and interests. The project director, a native speaker of Spanish, has responsibilities for coordinating academic activities, counsels program students, offering the encouragement and motivation which lie at the heart of the enrichment program; at the same time, she bears responsibility for budgetary and other administrative tasks. The enrichment coordinator, a fluent speaker of Spanish as a second language, also addresses academic and cultural issues.

The college advisor provides information about college and university programs, advises students in selecting colleges, and serves as a liaison between parents, students, and admissions officers.

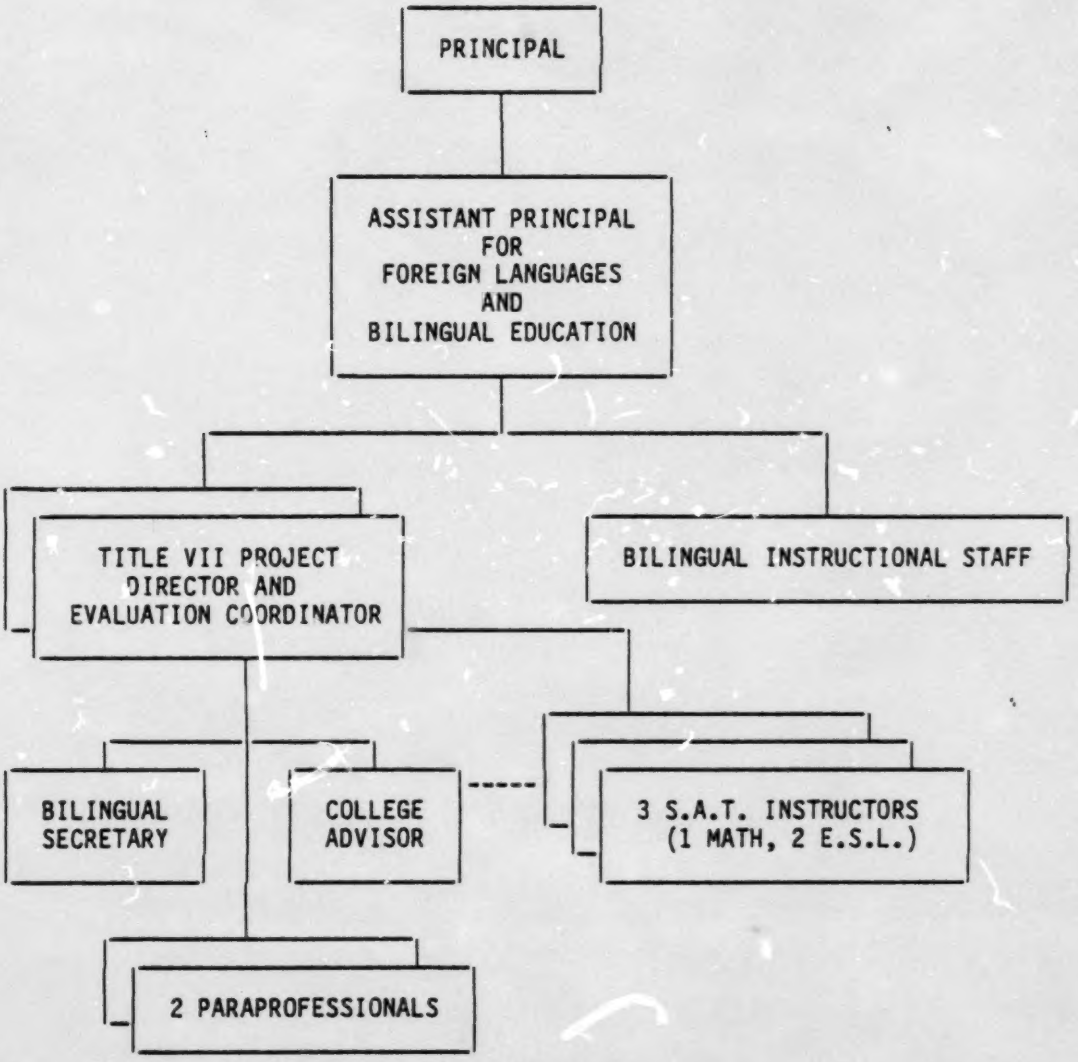
Three S.A.T. preparation instructors were supported by tax-levy funds: two for E.S.L. and one for math. Working with paraprofessional assistants, they created materials and taught classes geared to helping students perform to the best of their ability on college entrance exams. These were the only classes offered by the enrichment program as such; program students also took courses offered by the regular instructional staff of the tax-levy bilingual program, as well as mandated and elective courses in the mainstream.

The enrichment program made use of the services of the bilingual secretary, who performed clerical tasks for bilingual programs as a whole.

An organizational chart, and tables indicating funding sources for enrichment program staff and other bilingual staff members, follow.

FIGURE 1

PROGRAM STAFF ORGANIZATION *


PRINCIPAL
ASSISTANT PRINCIPAL FOR FOREIGN LANGUAGES AND BILINGUAL EDUCATION
TITLE VII PROJECT DIRECTOR AND EVALUATION COORDINATOR
BILINGUAL INSTRUCTIONAL STAFF
BILINGUAL SECRETARY
COLLEGE ADVISOR
3 S.A.T. INSTRUCTORS (1 MATH, 2 E.S.L.)
2 PARAPROFESSIONALS

* Dotted line indicates communication, not supervision

TABLE 4

Funding of the Instructional Component

	Funding Source(s)	Number of Personnel: Teachers	Paras
E.S.L.	Title I PSEN Tax Levy	6 2 9	5 1 0
Reading (English)	N/A		
Native Language	Tax Levy	4	0
Math	720 Tax Levy	1 4	2 0
Social Studies	Tax Levy	5	0
Science	Tax Levy	4	0

TABLE 5

Funding of the Non-Instructional Component

	Funding Source(s)	Personnel
Administration	Title VII	Project Director Enrichment/Evaluation Coordinator
Supportive Services/ Parental Involvement	Title VII	College Advisor

PHILOSOPHY OF BILINGUAL EDUCATION

In speaking with administrators at Brandeis and with the program staff, the evaluator sought to elicit the philosophy of bilingual education, or a statement of policy, governing program design and implementation. No written statement of policy was available, and the principal remarked, "I never sat down to articulate a philosophy." The absence of an articulated philosophy might not be problematic, were there a sense of unity on crucial issues. However, it appears that considerable confusion or consternation exists; one member of the program staff commented that within the school, "the philosophy [of bilingual education] is changing, and since we are not a part of the changes -- and I bemoan the fact -- we can make no comment."

ADMINISTRATIVE VIEWS

The principal spoke about bilingual services at Brandeis, but had few comments on the Title VII enrichment program per se. He told the evaluator that he has felt, from the beginning, that the bilingual services at Brandeis constitute "a worthwhile program." He commented that unlike bilingual departments in many other schools, the program has enjoyed the full support of his office. He views the program as a "mini-school" within the larger structure; he praised the supervisory role played by the assistant principal for bilingual education and foreign languages. The principal emphasized the need to "get bilingual students out into the mainstream" as soon as possible, and pointed out that this is precisely what the enrichment program is facilitating. "I think [the overall bilingual department] gives the youngsters what they need and keeps them in school." He commented further that "...[students] are highly motivated and their attendance is excellent. Students feel the warmth and care directed

toward them by the staff." He stressed the individual attention given to students, and remarked: "It gives them a sense of being wanted and accepted in their own language. It doesn't rush them through, and I think their own motivation and behavior reflect this. They are dying to learn." He did point up two strictures that hinder the effectiveness of overall bilingual services: LAB test requirements, which "keep us from putting students where they should be," and the Consent Decree, which is "flawed and unrealistic" in terms of the length of time a bilingual child can stay in the program.

The assistant principal credited the director and enrichment coordinator with the enrichment program's existence and success; he has accorded them autonomy in the program's day-to-day operation. As did the principal, the assistant principal noted that attendance in the program is high "because they like it." He added that, "80 percent of the prizes [given to the entire school body] go to bilingual students." To the question, "What happens after Title VII funds end?" he replied that there would be a "loss of the support team" (the three enrichment program staff members), and "curriculum changes to introduce honor classes for math and English" within the bilingual program, with close follow-up of students' progress.

The assistant principal stressed his view that bilingual education must be transitional, and the bilingual programs must address the crucial question, "How does one spark the urgency to learn English?" He said that most bilingual projects are maintenance programs, in which "English has become a 'foreign' language, and is no longer a 'second' language." He noted that even the principal, "who has been a strong advocate of the bilingual education component, questions the length of students' stay in bilingual programs."

The assistant principal said he was pleased with the enrichment program, particularly with the cultural exposure it affords students, and with the funding. He described the program's resources as "an enormous infusion of money for a small number of students -- with 115,000 dollars going to salaries of three full-time instructors, three full-time paraprofessionals, and one full-time secretary!" Among his recommendations for improved program implementation were:

--better preparation and follow-up for students in the cultural component, i.e. when trips are organized;

--more regular and frequent consultation with the students, in place of the current "catch-as-catch-can" system;

--assignment of a percentage of the student population to each of the three Title VII staff members for individual attention and counseling (the program director said that this has already been accomplished);

--maintenance of a log of home contacts.

While the assistant principal was largely supportive of the enrichment program, it appeared to the evaluator that some friction, stemming from changes in staff positions and reversals in supervisory relationships, may remain.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The overall bilingual program at Brandeis offers an extensive array of English as a second language (E.S.L.), native language, and content-area courses taught in Spanish. Courses in social studies, science, and math are designated A (academic) or G (general). Enrichment program students take bilingual program courses, and are typically assigned to A-track content-area classes, which are geared to Regents exams and demand more of the students. Their programs also include mandated courses and electives in the mainstream. Program students tend to be highly motivated. Many are partially mainstreamed; that is, they already take a number of content-area courses in English. Others are moving quickly in that direction.

In the ninth and tenth grades, program students take part in the cultural enrichment activities, but otherwise their instructional programs do not differ from those of other bilingual students. When they are about to enter the eleventh grade, their records and test scores (including performance on the Criterion Referenced English Syntax Test) are examined to determine whether they qualify for enrollment in the courses offered by the enrichment program: the math and E.S.L. classes geared to preparation for college entrance exams. Those who qualify continue to take part in the cultural activities and enroll in the special classes; those who do not qualify are dropped from the enrichment program.

It must be emphasized that in terms of classroom instruction, the enrichment program is supplementary: it serves as an adjunct to the regular program of bilingual instruction at Brandeis, and should not be understood as a complete

course of secondary school instruction.

INSTRUCTIONAL OFFERINGS

The department of foreign languages and bilingual education offers courses in E.S.L., native language, and content-area courses in mathematics, science, and social studies. The enrichment program offers courses geared to college entrance exams for eleventh and twelfth graders.

English as a Second Language

Bilingual students were offered the following E.S.L. courses:

Subject	Periods per week
E.S.L. - beginning level I	10
E.S.L. - beginning level II	10
E.S.L. - intermediate level I	10
E.S.L. - intermediate level II	10
E.S.L. - advanced level I - Academic	10
E.S.L. - advanced level I - General	10
Pre-transitional course	10
E.S.L. - advanced level II - Academic	5
E.S.L. - advanced level II - General	5
English reading, beginning level I	5
English reading, beginning level II	5
English reading, intermediate level I	5
English reading, intermediate level II	5

Native Language Instruction

Title VII enrichment program students were enrolled in the following native language classes:

Subject	Periods per week
Spanish for Native Speakers I	5
Spanish for Native Speakers II	5
Spanish for Native Speakers VI	5

Content-Area Instruction

Content-area courses were taught in Spanish. On the basis of ability and past performance, students were assigned to academic-track or general-track courses in most subjects. Enrichment program students were, for the most part, assigned to academic-track classes.

The following courses were offered in 1981-82:

American history, 1	A and G
Economics	A and G
World geography	--
World history, 1 and 2	A and G
General science (2-course sequence)	A and G (second Semester only)
Biology 1 and 2	A and G
Remedial math (4-course sequence)	--
Algebra (3-course sequence)	--

The evaluator visited two content-area courses which enrichment program students attended along with students from the general bilingual program. A bilingual world history class attended by 24 students out of the 31 enrolled, was conducted by bilingual social studies teacher with no paraprofessional. This classroom was extremely well lighted, bright, and orderly. The walls were decorated with photographs from a variety of countries, and samples of students' work were displayed on a bulletin board. Chalkboards covered two walls of the room; there were windows on a third, and a row of lockers on the fourth.

The lesson, which focused on imperialism in the modern world was conducted exclusively in Spanish. The teacher dictated definitions of historical terms (including punctuation), and waited while students took down her exact words. A quiz on imperialism and other topics was announced for the following day. Students were respectful and well disciplined, and at one point the teacher interrupted the class to ask a student to dispose of her chewing gum.

An algebra class was attended by 18 out of 20 registered students. An unusually heavy snow had fallen that day, and half of the faculty was out, but this class had only two absentees. It was held in a very pleasant, well lighted classroom, with maps, photographs, and students' work decorating the walls. Two chalkboards, two bulletin boards, and lockers lined the walls.

The focus of the lesson was on word problems and fractions: it was conducted entirely in Spanish. The instructor distributed thirteen word problems, four of which were to be solved during the class period. The instructor elicited the appropriate equation for each problem from the students, encouraging them to formulate independently approaches to each problem. By the end of the

period, students appeared to have a firm grasp of the task, and were ready to tackle the rest of the word problems.

S.A.T. Preparation Courses

Two courses were offered to enrichment program students in the upper grades. Each met five times per week and had an enrollment of fewer than 25 students per class.

Two sections of the E.S.L./S.A.T. course were offered to prepare students for the verbal portions of the college entrance examination. The instructor used teacher-made materials geared to college-bound students. One section of a Math/S.A.T. course used a teacher-made curriculum as well as the Barons book, How to Prepare for the S.A.T. Exam, to prepare students for the math section of the exam.

Two E.S.L./S.A.T. classes were observed. The first, E.S.L./S.A.T. prep class, was attended by 20 out of 23 registered students. It was taught by an E.S.L. instructor and a paraprofessional. The physical setting in this case was somewhat inadequate. The large classroom had five long windows, a brown chalkboard, two cabinets, and pictures on the wall. The shades were pulled and the room was lit by florescent fixtures, half of which did not function. For the first ten minutes of instruction two workers were drilling on the door in an attempt to fix it.

The topic of the lesson was identifying the main idea of a written passage, and itemizing its supporting details. The class began with a "do now" exercise, while the teacher circulated, checking students' homework. Then the instructor -- working with the class as a whole -- presented a photograph, asking students to think up a title to express its main idea, together with at least

two supporting details. Building upon this experience, the teacher then distributed four duplicated passages, and solicited similar information from the students on two of these selections. The remaining two were assigned for homework. A quiz was announced for the following class. At the end of the class, students were given the Tuesday New York Times. They had been asked to study the science section each week.

The students were attentive and participated fully. They addressed the instructor only in English, and the paraprofessional only in Spanish. The paraprofessional's activities were confined to clerical assistance.

The second E.S.L./S.A.T. prep class was attended by 26 students (no absentees); it was conducted by an E.S.L. instructor and a paraprofessional. The room was the same as that described in the previous observation, but by this time the lighting problems had been attended to and the door was fixed. The lesson covered predictions and inferences. A "do now" exercise given to settle the students into their work right away, involved a passage from Agatha Christie's Sleeping Murder written on the chalkboard. The objective of the lesson was to help students make inferences from a reading passage, and to substantiate those inferences on the basis of clues in the passage.

The instructor then handed out a two-page text entitled Lost in Alaska (Skill Builder No. 19). The teacher was well prepared, and students were involved and stimulated, responsive to the warm and accepting manner of their instructor. At the lesson's conclusion, the instructor handed out Skill Builder No. 15, a four-page duplicated sheet, for more work on predictions and inferences, and assigned a book from the reading list for program participants (see appendix A). Both tasks were assigned for homework during the

spring vacation. Student/teacher/paraprofessional relationships, and the paraprofessional's classroom role, were identical to those in the previous class. No code-switching was observed.

V. NON-INSTRUCTIONAL SERVICES

GUIDANCE

Program students are offered the services of the school's guidance department and grade advisors. However, they receive counseling and encouragement most often from the three Title VII staff members. The project director, enrichment coordinator, and college advisor each took responsibility for developing one-to-one relationships with forty program students. They help students with academic or personal problems, and encourage them to pursue, rather than avoid, success. A member of the staff recounted how two young women in the program failed to appear for appointments with Barnard College's admissions officer. A staff member, discovering what had occurred, spoke with the two students about "fear of success," and arranged new appointments. Both students were subsequently accepted by Barnard.

The college advisor spoke with the evaluator about his duties, which primarily involved counseling students on a one-to-one and group basis, and working with parents. Students receive college advisement beginning in the tenth grade; toward the end of the eleventh grade they begin to visit and apply to colleges. He encourages students to attend a college outside of New York City, and a great deal of work with parents aims at winning acceptance of this idea.

He mentioned that ninth-grade students seem to require more intensive guidance, to ensure that they are aware of course requirements and the grade point average needed to gain admission to college. He also stressed the need for more mathematics. He described enrichment program students as youngsters on whom "we are putting pressure to stimulate them to perform at a higher

level." He believes the cultural component to be particularly beneficial, and hopes that it might become available to the bilingual program at large.

College applications have produced some positive results. At the time of the evaluation, six seniors had made plans to attend college the following year. There was one disappointment: a bright youngster, who had hoped to attend M.I.T., had to return to the native country.

PARENTAL INVOLVEMENT

A community advisory committee, consisting of at least six parents of LEP students serving on a voluntary basis, meets periodically to work with program staff in the formulation and implementation of program policy. The committee members also function as a liaison with the mainstream Parent/Teacher Association, participating in schoolwide activities such as Open School Week, Pan-American Day, special holidays, and attendance at special ceremonies (such as when several of the enrichment program students were inducted into the Arista honor society). Together, the community and the mainstream P.T.A. ensure that all internal school communications are published bilingually.

Despite the generally low participation in school affairs by parents of high school students (both due to economic factors and the lessening need for parental involvement with older school children), enrichment program parents display an unusually high degree of involvement. This may be due to parents' satisfaction with their children's inclusion in a special academic program, the program staff's consistent efforts since 1980 to involve parents in the policy-making process, and the solicitation of parental consent to the placement of students in the program. This evaluator attended a college information

workshop which was attended by 20 parents and five students. It was an informative session, and the parents' enthusiasm testified to the program's high level of parental involvement. Some of these same parents attend the evening college, continuing education, or E.S.L. courses offered at Brandeis.

AFFECTIVE DOMAIN

There is a sense of pride among the students for having been selected to participate in the enrichment program. They receive encouragement at home because, for the first time, parents are involved in placing their children in a school program stressing academic excellence and are asked to sign report cards and review their children's progress. There are positive feelings about the students among both instructors and staff (including mainstream faculty and administration).

An enrichment program student, talking with a classmate on the subway, was overheard being asked, "Where are you going so dressed up?" She responded, "I'm going to the Opera. I'm getting culture!" Evidence of increased self-confidence is also found in the role that enrichment program students are taking in organizing clubs and offering to help other bilingual students in the school, as well as in the growing number of enrichment program students engaging in extracurricular activities with the mainstream population in the school. They are mixing well socially -- taking photographs for the yearbook, participating in sports, plays, and clubs -- to the point of assuming positions of social leadership.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

-- English Scholastic Aptitude Prep Test (Teacher-made test)

-- New York City Oral English Language Ability Rating Scale

-- New York City Reading Test

Mathematics performance -- Mathematics Scholastic Aptitude Prep Test (Teacher-made test)

-- New York City Mathematics Test

-- New York State Regents Examination

-- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language (Spanish) performance -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized and criterion-referenced tests of achievement, statistical and educational significance are reported in Tables 8, 10, and 12.

Statistical significance was determined through the application of the

correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen*. An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in the spring semester (Table 6). Information is also provided on students' performance at the various test levels. Performance breakdowns are reported in Table 7 by grade and level for students who were pre- and post-tested with the same test level.

The New York City Oral English Rating Scale is an instrument developed by the New York City Public Schools to assess children's English oral language proficiency. It is intended as a screening device and to serve diagnostic purposes. The New York City Reading and Mathematics Tests are standardized tests of achievement in these areas: the California Achievement Test and the Comprehensive Test of Basic Skills. The New York Regents Examinations are achievement tests developed by the State Board of Regents. These tests set minimum standards of performance criteria for passing.

Rates of success of students in mathematics, science, social studies, and native-language arts courses taught in the bilingual program are reported by course, grade, and language of instruction. These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing. Data are also reported for program students who were taking mainstream courses taught in English only in the same content areas. The tables reporting these data are listed below by subject content area.

Subject	Table #
Mathematics	14
Science	15
Social Studies	16
Native Language	17

Table 18 presents the attendance rates of program students by grade. The total attendance perentage is compared with that of the school as a whole. School-wide attendance data by grade were not available for testing the statistical significance of mean differences.

TABLE 6

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered per Month

(E.S.L. Title I Spanish-speaking students, Spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
9	10	12.4	17.5	5.1	3.0	1.6
10	13	8.5	13.0	4.5	3.0	1.4
11	9	10.4	13.2	2.7	3.0	0.9
Total	32	10.2	14.5	4.2	3.0	1.3

[a] Post-test minus pre-test.

- On the average, students mastered 4.2 objectives: 1.3 objectives per month of instruction.
- Grade 9 students surpassed the criterion of 1.5 objective per month set as the program objective. However, grade 10 and 11 students failed to meet this criterion. (See Table 7 for breakdown of results by grade and level.)
- On the average, students failed to meet the criterion set as the program objective during the spring semester. However, the average is slightly depressed by the performance of grade 11 students, who were mostly at Level III.

TABLE 7

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Spring)

	LEVEL I				LEVEL II				LEVEL III			
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gain Per Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gain Per Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gain Per Month
9	1	18.0	24.0	6.0	2.2	5	12.8	20.0	7.2	2.2	4	10.5	12.7	2.2	.8
10	-	-	-	-	-	4	7.7	15.7	8.0	2.5	9	8.8	11.8	3.0	.9
11	-	-	-	-	-	-	-	-	-	-	9	10.4	13.2	2.7	.9
Total	1	18.0	24.0	6.0	2.2	9	10.5	18.1	7.5	2.3	22	9.8	12.5	2.7	.9

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

. On the average, students at Levels I and II surpassed the criterion of 1.5 objectives per month set as the program objective.

. Level III students did not meet the criterion set as the program objective. However, the degree of difficulty in mastering one objective at this level may be much greater. Therefore, the criterion set as the program objective may have been too high for the average performance of these students.

TABLE 8

English SAT Prep Test

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	T	Level of Significance	E.S.
11	46	10.04	4.23	14.07	4.47	4.02	.46	6.05	.001	.95

. Eleventh graders who took the English SAT Prep Test showed gains that were highly significant statistically and educationally.

TABLE 9

Percent of Students Showing Improvement On The

New York City Oral Language Ability Rating Scale

Pre-Test Score:	N	Percent 1-Point Improvement	Percent 2-Point Improvement
Receptive:			
B	2	0.0	0.0
C	15	13.3	0.0
D	7	14.3	0.0
E	3	0.0	0.0
Total	27	11.1	0.0
Expressive:			
2	4	0.0	0.0
3	18	27.8	33.3
4	5	40.0	0.0
Total	27	25.9	22.2

- The criterion of one scale point improvement on receptive skills was met by 11 percent of the students. On expressive skills, 26 percent of the students met the criterion level; 22 percent surpassed it, showing two scale points improvement.
- Students rated B and E on receptive skills and those rated 2 on expressive skills failed to meet the criterion level.
- Students rated 3 on the expressive skills showed the highest rate of improvement.

TABLE 10

New York City Reading Test

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	T	P	E.S.
9	5	38.80	10.85	50.40	12.32	11.60	.23			
10	13	35.15	7.47	42.42	10.10	7.46	.86			
11	2	40.5	10.61	37.50	4.95	-3.00	1.00			
12	6	33.3	5.32	37.67	3.56	4.33	.50			
Total	26	35.85	7.81	42.58	9.84	6.73	.55	3.99	.001	.88

On the average, students showed a 6.73 point gain, which is highly significant statistically and educationally.

TABLE 11

Mathematics SAT Prep Test

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	T	P	E.S.
11	14	9.00	4.51	26.29	7.73	17.29	.41	9.02	.0001	1.31

. Eleventh graders who took the mathematics SAT Prep Test showed gains that were highly significant statistically and educationally.

TABLE 12

New York City Mathematics Test

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	T	P	E.S.
9	5	23.60	5.18	27.60	8.17	4.00	.64	1.42		
10	13	27.15	7.03	32.62	5.14	5.46	.76	4.27		
11	1	20.0		14.0		-6.00				
12	6	24.50	8.31	27.00	6.75	2.50	.86	1.45		
Total	25	25.52	6.88	29.52	7.17	4.00	.73	3.86	.001	.88

- In general, students showed gains of 4 points, which were highly significant statistically, and of high educational significance.
- Students in grade 10 made the greatest gains.
- The outcomes suggest that the test administered to grade 10 students may have been too easy.

TABLE 13

Number and Percent of Students

Passing the New York State Regents Examinations

	Number	Percent Passing
Algebra Regents	20	65.0
Geometry Regents	11	81.8
Total	31	71.0

- Students taking the New York State Regents examinations in algebra and geometry met the 60 percent criterion rate of passing proposed as the program objective. As a group, they achieved a passing rate of 71 percent.
- Students taking the geometry regents surpassed the criterion passing rate substantially.

TABLE 14

Number of Students Attending Courses

and Percent Passing Teacher-Made Examinations in

Mathematics by Language of Instruction

Spring Courses	English		Spanish		Total	
	N	Percent Passing	N	Percent Passing	N	Percent Passing
General Math II			4	100	4	100
Algebra I, Academic	1	0	25	60	26	57.7
Algebra II, Academic	1	100	19	89.5	20	90
Algebra III, Academic	3	100	15	73.3	18	77.8
Transitional Math, Academic			4	100	4	100
Geometry I	4	100			4	100
Geometry II	1	100			1	100
Geometry III	1	100			1	100
S.A.T. Math Prep	20	100			20	100
Tenth-Year Math I	2	100			2	100
Tenth-Year Math II	1	100			1	100
Eleventh-Year Math II	2	100			2	100
Total	36	97.2	67	76.1	103	83.5

- On the average, 97 percent of the students passed math courses taught in English and 76 percent passed courses taught in Spanish.
- Almost 100 percent of the students taking courses in English passed, except one in algebra I, academic, whereas a 100 percent passing rate was achieved in only two courses taught in Spanish: general math II and transitional math, academic. All other Spanish taught courses ranged from 60 to 90 percent passing rate.
- Passing rates are lowest in algebra I (English), followed by algebra III (Spanish).

TABLE 15

Number of Students Attending Courses

and Percent Passing Teacher-Made Examinations in

Science by Language of Instruction

Spring Courses	English		Spanish		Total	
	N	Percent Passing	N	Percent Passing	N	Percent Passing
Biology I, Academic	2	100	23	95.7	25	96
Biology II, Academic	4	100	14	92.9	18	94.4
General Science I, Academic			1	100	1	100
General Science II, Acad.			6	83.3	6	83.3
General Science II, General			1	100	1	100
Chemistry I	9	88.9			9	88.9
Physics I	1	0	1	100	2	50
Chemistry II	4	75			4	75
Biology 3J	18	88.9	1	100	19	89.5
Biology Pre-Med	2	50			2	50
Total	40	85	47	93.6	87	89.7

- On the average, 85 percent of the students passed science courses taught in English and 94 percent passed courses taught in Spanish.
- Passing rates ranged from 0 to 100 percent in courses taught in English, and 83 to 100 percent in courses taught in Spanish. However, if only courses having at least 9 students enrolled are considered, the passing rate is approximately 90 percent in each language.
- Passing rates are lowest in biology pre-med and physics I, followed by chemistry II, all taught in English.

TABLE 16

Number of Students Attending Courses

and Percent Passing Teacher-Made Examinations in

Social Studies by Language of Instruction

Spring Courses	English		Spanish		Total	
	N	Percent Passing	N	Percent Passing	N	Percent Passing
American History I, Acad.	3	100	21	95.2	24	95.8
World History I, Academic			4	100	4	100
World History II, Academic	2	100	18	94.4	20	95
World Geography I, Academic			3	100	3	100
Economics, Academic	19	94.7	18	88.9	37	91.9
Latin American Studies	2	100			2	100
American History II	4	100			4	100
Total	30	96.7	64	93.8	94	94.7

- On the average 97 percent of the students passed social studies courses taught in English and 94 percent passed courses taught in Spanish.
- Passing rates ranged from 95 to 100 percent in courses taught in English and from 89 to 100 percent in courses taught in Spanish. Courses with high standard enrollment range in passing rate from 89 to 95 percent.
- Passing rates are lowest (90 percent) in economics, academic, taught in Spanish.

TABLE 17

Number of Students Attending Courses

and Percent Passing Teacher-Made Examination in

Native Language (Spanish)

Spring Courses	Total N	Total Percent Passing
Spanish For Native Speakers I	10	100
Spanish For Native Speakers II	10	100
Spanish For Native Speakers VI	9	100
Total	29	100

. All students attending Spanish language courses passed.

TABLE 18

Difference Between Attendance Percentages of

Program Students and the Attendance Percentage

of the School

Average School-Wide Attendance Percentage: 76.4

Grade	N	Mean Pecentage	Standard Deviation
9	16	93.9	7.0
10	29	94.3	6.5
11	51	95.1	4.3
12	8	91.4	4.8
Total	104	94.4	5.5

. The attendance rate of program students surpasses the school-wide attendance rate by 18 percentage points.

SUMMARY OF FINDINGS

English

On the average, students mastered 1.3 objectives per month of instruction on the CREST. The results failed to meet the program objective of 1.5 objectives per month.

Forty-six grade 11 students showed gains on the English S.A.T. Prep Test which were significant statistically and educationally. These results meet the program objective of statistically significant gains.

Of 27 students assessed with the New York City Oral Language Ability Rating Scale, 11 percent met the criterion of one point improvement on receptive skills, and 26 percent met the criterion on expressive skills. Twenty-two percent surpassed the criterion for expressive skills by one point. Only three students rated E on the receptive scale did not meet the program objective.

Reading

As a group, 26 students showed gains of seven points on the New York City Reading Test. These gains were statistically and educationally significant and, therefore met the program objective. Recent immigrants were excused from this test according to citywide policy.

Mathematics

On the average, of 103 students who took mathematics courses, 84 percent passed teacher-made examinations. Of these, 97 percent passed courses taught in English and 76 percent passed courses taught in Spanish. The results surpassed the 70 percent passing criterion set as this program objective.

Fourteen grade 11 students showed gains on the mathematics S.A.T. Prep Test which were highly significant statistically and educationally, thus meeting

the proposed program objective.

As a group, 25 students showed gains of 4 points on the New York City Mathematics Test which were highly significant statistically and educationally, thus meeting the program objective.

As a group, 31 students who took the New York State Regents Examinations in algebra and geometry achieved a 71 percent rate of passing. This rate of passing surpassed the 60 percent rate set as the program objective.

SPANISH

One hundred percent of the 29 students who took Spanish-language courses passed.

SCIENCE

On the average, of 87 students who took science courses, 90 percent passed teacher-made examinations. Of these, 85 percent passed courses taught in English and 90 percent passed courses taught in Spanish. The rate of passing surpassed the 70 percent rate proposed as the program objective.

SOCIAL STUDIES

On the average, of 94 students who took social studies courses, 95 percent passed teacher-made examinations. Of these, 97 percent passed courses taught in English, and 95 percent passed courses taught in Spanish. The rate of passing surpassed the 65 percent rate set as the program objective.

ATTENDANCE

The attendance rate of program students surpassed the school-wide attendance rate by 18 percentage points.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Supplementing existing bilingual services at Brandeis High School, the Title VII enrichment program served 120 students selected on the basis of test scores and teachers' recommendations. The program offered supportive services and enrichment activities to participants; students in grades eleven and twelve were enrolled in two periods per day of preparation for S.A.T. college entrance exams in the spring semester. Despite its late start-up date, the program has made strides toward ensuring the success of talented bilingual students in the academic setting, and toward providing the cultural experiences which will bridge the gap between them and the English-dominant peers they will encounter in colleges and the work place.

Close, personal attention from the experienced enrichment program staff has played a role in enhancing students' self-esteem; the program's cultural events also have contributed to self-confidence.

The program has promoted awareness and appreciation of bilingual education among the Brandeis faculty. There has been evidence in recent years that many mainstream teachers have viewed the bilingual program as a stop-gap, remedial effort; the enrichment program has played an important part in changing this attitude. The academic performance of enrichment students (several of whom are honor students) and their increased willingness to assume leadership roles in the school, have been significant and visible achievements.

With some modifications, the program received funding for its second and final year. Title VII will provide 60 percent of the funding for the enrichment coordinator's position, and 75 percent of the funding for the college advisor; the school district will pick up the balance. This means that the coordinator will add instruction of an E.S.L. class to her workload, and the advisor will be required to serve a larger number of students. There is no funding for family assistants; telephone and mail communication will again substitute for the home visits proposed by the program. However, funds for students' visits to college have been allocated for the second year (though it was denied during the first). Resources within the borough -- museums, the Opera Guild, the Theatre Development Fund, and Lincoln Center -- are now aware of the program and are expected to cooperate in making more cultural resources available to program students.

The program drew students from its existing bilingual program for the 1981-82 school year. But by the end of the year, the program had found time to publicize its activities, and was able to recruit qualified students directly from feeder junior high schools.

RECOMMENDATIONS

1. Previous years' reports indicate that, in the past, paraprofessionals in the overall bilingual program have functioned essentially as tutors. Currently, in the enrichment program at least, paraprofessional functions have become essentially clerical. The project director and/or enrichment coordinator, and E.S.L./S.A.T. preparation instructors should consider increasing the paraprofessionals' instructional role.

2. Selection criteria for enrichment program students are adequate, but there might be a shift in emphasis. The staff has found that as students perfect their English, their LAB scores improve while their Spanish-language (Prueba) scores simultaneously decline. This complicates the process of student evaluation through test scores, in the sense that the Prueba becomes less and less valuable as an indicator of current student potential. The staff should therefore rely more heavily on teacher recommendations and actual classroom performance and less on Spanish test scores (though both tests should still be administered).

3. Enrichment program (as well as bilingual program) teaching staff still do not have their own classrooms (see the 1980-81 report). As class periods are only 40 minutes long, with a three-minute break between classes, the teachers necessarily rush to another classroom immediately (carrying armfuls of materials with them). Additional one-to-one after-class communication between student and teacher is therefore virtually impossible. As a partial solution to this difficulty, there is need for the enrichment program to have at least one classroom of its own.

4. The previous recommendation also presupposes a scheduling change: director and coordinator have found it enormously difficult and time-consuming to track students down, determine their participation in trips, issue passes, and make enrichment program announcements. For the coming year, they therefore intend to schedule all enrichment program students into the same section for one period of the school day. This will also make enrichment program scheduling easier to handle, enable staff to engage students in special enrichment program classroom activities, and give students a cohesion and sense of

program identity that was sorely lacking this year. This evaluator concurs in and recommends the implementation of this rescheduling plan.

5. In a high school whose enrollment is three-quarters Hispanic, a licensed bilingual school guidance counselor is an absolute necessity. The school's present arrangements for the maintenance of this function are entirely inadequate.

6. It is important that the program adopt a more systemmatic process for planning of cultural activities and follow-up instruction. However, the program's record in this area includes some examples of fine planning and preparation (e.g. an impressive opera kit provided by Lincoln Center was studied by students before and after they attended the opera).

7. A staff member expressed the desire that former enrichment program students who are college graduates return to the school in the future to share their experience with students and parents. This is to be highly recommended for the future, since there exists no more convincing way to inspire enthusiasm in and strengthen the resolve of the current student population than providing them with the opportunity to meet and talk with successful products of the program's earlier years.

8. Next year's evaluation report might concentrate on analysis of test scores, class grades, and other means of measuring students' progress. This year's program was still too young for any such analysis to be significant.

9. According to the time schedule in the program's proposal, the first group of students to complete the program sequence will graduate in the spring of 1983. In point of fact, this is not correct: the first students entered the program in February of 1982 (late funding having delayed preparation

for enrollment in the fall of 1981). Conceived as a two-year cycle (i.e. the eleventh- and twelfth-grade S.A.T. classes and college advisory preparation), the program would have to run another semester -- through the fall of 1983 -- in order to finish two years, and the first group of students to complete the two-year course would not graduate until the spring of 1984. A third year of funding is therefore recommended. Lacking this third year of full operation, final conclusions as to the program's effectiveness could not be drawn, and the use of this enrichment program as a model for other schools would be seriously impaired.

10. It is recommended that the senior administrative staff of all three spheres of operation (enrichment program, bilingual program, and the high school as a whole) sit down together to conduct a serious examination of their unspoken assumptions about bilingualism and educational philosophy. Furthermore, it is essential that out of such a mutual examination come a clear, cogent, written statement of concensus on the issues involved that can serve all parties as a guide to their formulation of school and program policy.

VIII. APPENDICES

Bilingual Enrichment College Preparatory Program
Louis D. Brandeis High School

Reading List for Program Participants

I. The Top Thirteen

Twain- Tom Sawyer, Huckleberry Finn
.....-The Bible
Homer- The Illiad
Dickens- David CCopperfield
.....-Mythology(Bulfinch, Gayley, Hamilton, etc.)
Swift -Gulliver's Travels
Homer - The Odyssey
Defoe - Robinson Crusoe
Carroll- Alice in Wonderland
Shakespeare- Sonnets
Stevenson- Treasure Island
Steinbeck- Grapes of Wrath
Thoreau - Walden

II. The Next Thirty

Hawthorne- The Scarlet Letter
Crane - Red Badge of Courage
Scott- Ivanhoe
Poe - Tales
Austen- Pride and prejudice
Shaw - Pygmalion
Melville- Moby Dick
Sophocles- Oedipus Rex
Virgil - Aeneid
Huxley - Brave New World
Orwell - 1984
Franklin- Autobiography
Wilder - Our Town
Paton- Cry the Beloved Country
Rostand- Cyrano De Bergerac
Salinger- Catcher in the Rye
Bronte,C.-Jane Eyre
Bronte,E.-Wuthering Heights
.....-Arthurian Tales
Cervantes- Don Quixote
Hemingway- Old Man and the Sea

III. The Second Thirty

Cather- My Antonia
Chaucer- Canterbury Tales
Plutarch- Lives
Carroll- Through the Looking Glass
Doyle- Sherlock Holmes
Hardy- Return of the Native
Hemingway- Farewell to Arms
Wright- Native Son
Fitzgerald- Great Gatsby
Kipling - Jungle Books
.....-Song of Roland
Cooper -Leatherstocking Tales
Whitman-Leaves of Grass
Dickens- Great Expectations
Goldsmith-She Stoops to Conquer
Hersey - Hiroshima
Lewis,S.-Main Street
.....-Robin Hood Tales
Burdick &Lederer-Ugly American
Orwell- Animal Farm

II. The Next Thirty cont.

Miller- Death of a Salesman
Bunyan-Pilgrim's Progress
Lee- To Kill a Mockingbird
Carson- The Sea Around Us
London-Call of the Wild
Benedict-Patterns of Culture
Golding- Lord of the Flies
Hugo- Les Miserables
Kennedy- Profiles in Courage
Twain- Tom Sawyer

III, The Second Thirty cont.

Sandburg- Lincoln
Adler- How to Read a Book
Emerson- Essays
Rolvaag- Giants in the Earth
Conrad- The Heart of Darkness
Lewis,S.-Arrowsmith
Remarque-All Quiet on the Western Front
Thackeray- Vanity Fair
Tolstoy- War and Peace
Twain-Life on the Mississippi

IV. Additional Titles

Copland- What to Listen for in Music
Maugham- Of Human Bondage
Buck - The Good Earth
Dostoevsky-Crime and Punishment
Frazer- The Golden Bough
Gardner-Art Through the Ages
Wharton- Ethan Frome
Wolfe -Look Homeward Angel
Benet-John Brown's Body
Ibsen- A Doll's House
Warren-All the King's Men
Nordhaff & Hall-Mutiny on the Bounty
Smith- A Tree Grows in Brooklyn
Roberts-Northwest Passage
Conrad- Lord Jim
Dreiser- American Tragedy
Wilder-Bridge of San Luis Rey
Stone- Lust for Life
Llewellyn-How Green Was My Valley
Dante- Inferno
Hudson- Green Mansions
Hughes- Poems
Greene- Power and the Glory
James- Turn of the Screw
Sheridan-School for Scandal
Agee- Death in the Family

Bronowski-Common Sense of Science
Butler- The Way of all Flesh
Cather-Death Comes for the Archbish
Chase- The Power of Words
Cheney-Story of Modern Art
O'Neill-Long Days Journey into Nigh
Wister - The Virginian
Flaubert-Madame Bovary
Galsworthy-Forsyte Saga
Marx - Capital
Miller- The Crucible
Allen- Only Yesterday
Bellamy- Looking Backward
Pasternak-Dr. Zhivago
McCullers-Member of the Wedding
White,E.B.-One Man's Meat
Malamud- The Fixer
Saroyan-The Human Comedy
Faulkner-Intruder in the Dust
Turgenev-Fathers & Sons
Hansberry-Raisin in the Sun
Shaw - St. Joan
Gunther-Death Be Not Proud
Clark- Ox-Bow Incident
Bellow-Adventures of Augie March
Mansfield-Short Stories